

Macedonia Middle

200 Macedonia Foxes Circle
Moncks Corner, SC 29461

Grades 5–8 Middle School

Enrollment 587 Students

Principal Janie L. Langley 843–899–8940

Superintendent Dr. J. Chester Floyd 843–899–8600

Board Chair Kathleen Bounds 843–761–5437

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	13	27	2

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Average	No
2004	Good	Good	Yes
2005	Good	Good	No
2006	Average	Below Average	No

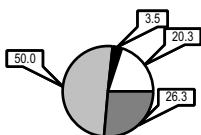
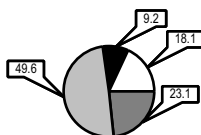
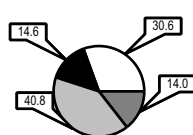
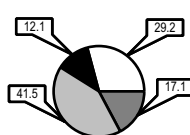
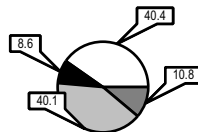
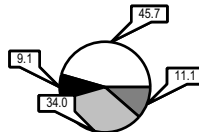
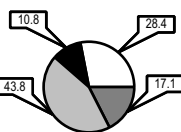
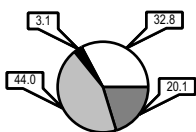
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	97.6
English 1	97.4	95.4
Biology 1/Applied Biology 2	N/A	44.5
Physical Science	N/A	62.6
All Subjects	98.5	95.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	539	100.0	20.3	50.0	26.3	3.5	43.8	Yes	Yes
Gender									
Male	265	100.0	27.8	50.2	20.0	2.0	35.7	N/A	N/A
Female	274	100.0	12.9	49.8	32.3	4.9	51.7	N/A	N/A
Racial/Ethnic Group									
White	393	100.0	16.8	49.5	29.7	3.9	48.4	Yes	Yes
African American	143	100.0	30.4	50.4	17.0	2.2	31.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	464	100.0	10.8	54.6	30.6	4.0	50.6	N/A	N/A
Disabled	75	100.0	78.1	21.9	0.0	0.0	2.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	539	100.0	20.3	50.0	26.3	3.5	43.8	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	538	100.0	20.3	49.9	26.3	3.5	43.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	319	100.0	24.4	52.1	20.8	2.6	36.3	Yes	Yes
Full-pay meals	220	100.0	14.4	47.0	34.0	4.7	54.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	539	100.0	17.8	49.8	23.2	9.3	46.5	Yes	Yes
Gender									
Male	265	100.0	20.4	47.1	23.1	9.4	47.1	N/A	N/A
Female	274	100.0	15.2	52.5	23.2	9.1	46.0	N/A	N/A
Racial/Ethnic Group									
White	393	100.0	16.3	46.3	25.5	11.8	52.1	Yes	Yes
African American	143	100.0	22.2	59.3	16.3	2.2	31.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	464	100.0	11.2	52.4	25.8	10.6	52.1	N/A	N/A
Disabled	75	100.0	57.5	34.2	6.8	1.4	12.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	539	100.0	17.8	49.8	23.2	9.3	46.5	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	538	100.0	17.8	49.7	23.2	9.3	46.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	319	100.0	22.8	52.1	19.5	5.6	40.6	Yes	Yes
Full-pay meals	220	100.0	10.7	46.5	28.4	14.4	54.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	539	99.8	30.2	41.0	14.1	14.7	28.8
Gender							
Male	265	99.6	30.7	37.0	15.0	17.3	32.3
Female	274	100.0	29.7	44.9	13.3	12.2	25.5
Racial/Ethnic Group							
White	393	100.0	27.1	39.5	15.8	17.6	33.4
African American	143	99.3	39.6	46.3	8.2	6.0	14.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	464	100.0	23.4	43.8	16.2	16.6	32.8
Disabled	75	98.7	72.2	23.6	1.4	2.8	4.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	539	99.8	30.2	41.0	14.1	14.7	28.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	538	99.8	30.2	41.1	14.1	14.5	28.7
Socio-Economic Status							
Subsidized meals	319	100.0	36.3	41.3	13.5	8.9	22.4
Full-pay meals	220	99.5	21.5	40.7	15.0	22.9	37.9

Social Studies							
All Students	539	100.0	29.0	41.7	17.2	12.2	29.3
Gender							
Male	265	100.0	31.0	34.1	20.0	14.9	34.9
Female	274	100.0	27.0	49.0	14.4	9.5	24.0
Racial/Ethnic Group							
White	393	100.0	25.3	41.8	18.4	14.5	32.9
African American	143	100.0	40.0	41.5	13.3	5.2	18.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	464	100.0	20.9	44.9	20.0	14.2	34.2
Disabled	75	100.0	78.1	21.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	539	100.0	29.0	41.7	17.2	12.2	29.3
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	538	100.0	29.0	41.8	17.2	12.0	29.2
Socio-Economic Status							
Subsidized meals	319	100.0	33.0	42.9	17.2	6.9	24.1
Full-pay meals	220	100.0	23.3	40.0	17.2	19.5	36.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	152	100.0	18.4	52.4	29.3	0.0	29.3
	6	139	100.0	32.4	44.1	18.4	5.1	23.5
	7	141	100.0	20.0	57.8	20.7	1.5	22.2
	8	132	100.0	8.7	48.8	35.4	7.1	42.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	134	100.0	22.3	54.6	23.1	0.0	23.1
	6	148	100.0	23.4	41.8	29.8	5.0	34.8
	7	142	100.0	21.5	56.3	20.0	2.2	22.2
	8	115	100.0	12.5	47.3	33.0	7.1	40.2
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	152	100.0	14.3	44.9	24.5	16.3	40.8
	6	139	100.0	15.4	45.6	30.1	8.8	39.0
	7	141	100.0	14.1	48.9	28.1	8.9	37.0
	8	132	100.0	11.0	64.6	13.4	11.0	24.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	134	100.0	10.0	50.0	27.7	12.3	40.0
	6	148	100.0	15.6	48.2	24.1	12.1	36.2
	7	142	100.0	22.2	48.9	22.2	6.7	28.9
	8	115	100.0	24.1	52.7	17.9	5.4	23.2
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	152	100.0	32.0	33.3	15.0	19.7	34.7
	6	139	100.0	40.4	34.6	14.0	11.0	25.0
	7	141	100.0	28.9	35.6	17.8	17.8	35.6
	8	132	100.0	14.2	52.8	19.7	13.4	33.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	134	99.3	17.8	44.2	16.3	21.7	38.0
	6	148	100.0	39.7	35.5	15.6	9.2	24.8
	7	142	100.0	31.9	43.0	14.1	11.1	25.2
	8	115	100.0	30.4	42.0	9.8	17.9	27.7
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	152	100.0	35.4	42.9	15.6	6.1	21.8
	6	139	100.0	22.8	51.5	15.4	10.3	25.7
	7	141	100.0	25.9	41.5	17.8	14.8	32.6
	8	132	100.0	11.0	45.7	24.4	18.9	43.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	134	100.0	32.3	42.3	15.4	10.0	25.4
	6	148	100.0	25.5	41.1	17.7	15.6	33.3
	7	142	100.0	37.0	43.0	11.1	8.9	20.0
	8	115	100.0	19.6	40.2	25.9	14.3	40.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 587)				
Students enrolled in high school credit courses (grades 7 & 8)	22.6%	Up from 12.3%	15.0%	16.7%
Retention rate	6.4%	Down from 9.1%	2.3%	2.5%
Attendance rate	96.1%	Down from 96.2%	96.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.9%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.5%	0.2%	1.0%
Eligible for gifted and talented	15.7%	Up from 15.0%	16.0%	15.6%
On academic plans	29.8%	N/AV	45.6%	39.9%
On academic probation	2.4%	N/AV	0.6%	0.7%
With disabilities other than speech	14.3%	Down from 19.9%	13.4%	12.4%
Older than usual for grade	12.3%	Down from 13.0%	4.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	58.5%	Up from 51.4%	48.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.3%	N/A	7.1%	9.1%
Teachers with emergency or provisional certificates	3.2%	Down from 10.7%	5.2%	5.6%
Teachers returning from previous year	79.8%	Up from 79.6%	83.4%	84.6%
Teacher attendance rate	95.0%	Down from 96.5%	95.0%	94.8%
Average teacher salary	\$41,782	Up 6.9%	\$41,281	\$42,267
Prof. development days/teacher	12.4 days	Down from 16.0 days	12.6 days	11.9 days
School				
Principal's years at school	19.0	Up from 18.0	3.0	3.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 23.4 to 1	20.4 to 1	21.1 to 1
Prime instructional time	90.4%	Down from 91.9%	89.1%	89.0%
Dollars spent per pupil*	\$6,753	Up 19.0%	\$6,053	\$6,243
Percent of expenditures for teacher salaries*	52.0%	Down from 56.3%	61.0%	59.8%
Percent of expenditures for instruction*	55.0%		66.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	97.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Macedonia Middle School had a wonderful year through the active partnership of students, parents and faculty. We continued to advance our level of academic achievement and to cultivate strong community relationships. Our tradition of excellence was reaffirmed through numerous awards and accolades again this year. We were elated when informed Macedonia Middle School was a Red Carpet Award Winner. In addition, Macedonia Middle School was recognized as a Palmetto Silver Award winner and received a monetary award of \$3,245, which was used to purchase additional technology equipment. Due to Macedonia Middle School's previously been a Palmetto Silver Award Winner, having met annual improvement standards for sub groups of students in reading and mathematics, and having had no recurring accreditation deficiencies, our flexibility status will remain in effect for the 2006-2007 school year.

Our Business Education Partner, Jefferies Generating Station of Santee Cooper, continued throughout this school year with employee volunteers as CHOICES presenters, Lunch Buddies, science fair judges and career speakers. They also sponsored The Fantastic Foxes program again this year as well as the Terrific Teacher program.

Maintaining and improving our excellent educational program will continue to be Macedonia Middle School's primary focus. We strive to meet the needs of individual students through the expansion of numerous school initiatives. These initiatives include SOAR to Success, STEMs, Accelerated Reading and Math Program, The Eagles Program, The Single Gender Program and Compass Learning.

Macedonia Middle School teachers continue to grow professionally with a large number of our teachers sharing innovative programs at a variety of workshops and conferences. Our staff had a total of 475 professional development days this year.

Our Title I A-Star tutoring program continued to provide additional academic assistance to over 93 students. Our PTA worked diligently to support teacher and department requests to ensure the success of our AWARDS Program.

Our school- wide emphasis for the 2006-2007 school year will be on writing, utilization of MAPS data, Balanced Literacy, and Character Development. Faculty and staff will be involved in extensive staff development as we continue our tradition of Excellence in Education.

Janie L. Langley, Principal

Jennifer Easler, Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	93	87
Percent satisfied with learning environment	100.0%	90.2%	89.3%
Percent satisfied with social and physical environment	100.0%	92.4%	90.6%
Percent satisfied with school-home relations	97.5%	90.2%	77.6%

*Only students at the highest middle school grade level at this school and their parents were included.